

## 2006-07 AEA 7 IDEA Profile

Individuals with Disabilities Education Act: Special Education (Part B) and Early Intervention (Part C)

Indicators	04-05 AEA	05-06 AEA	05-06 State	05-06 State Target	06-07 State Target	6 Year Target
<b>General Supervision:</b> <b>Does the AEA System Support Compliance with IDEA?</b>						
<b>Early Intervention Services in a Timely Manner (C1)</b> This indicator is defined as the percent of infants and toddlers with IFSPs who receive the early intervention services on the IFSPs in a timely manner. <b>Data Source:</b> Part C Self assessment and monitoring data	93.3%	100%	100%	100%	100%	100%
<b>Effective General Supervision Part C/Timely Evaluation and Assessment (C7)</b> This indicator is defined as the percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. <b>Data Source:</b> Part C Self assessment and monitoring data	62%	100%	87%	100%	100%	100%
<b>Effective Transition for Exiting Part C Services (C8)</b> This indicator is defined as the percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including: <b>Data Source:</b> Part C Self assessment and monitoring data						
• IFSPs with Transition Steps/Services	80%	100%	87%	100%	100%	100%
• Notification to LEA if Part B Eligible	100%	100%	96%	100%	100%	100%
• Transition Conference	53%	100%	87%	100%	100%	100%
<b>Effective General Supervision System, (Including Monitoring, Complaints Hearings etc.) (C9)</b> This indicator is defined as the percent of identified noncompliance corrected as soon as possible but in no case later than one year from identification. <b>Data Source:</b> Iowa's Department of Education Special Education Monitoring Database	*	100%	100%	100%	100%	100%
<b>Effective General Supervision System, (Timely and Accurate Data) (C14)</b> This indicator is defined as 618, State Performance Plan and Annual Performance Report data submitted on or before due dates. <b>Data Sources:</b> Project EASIER, IMS	*	100%	100%	100%	100%	100%
<b>Disproportionality (B9)</b> This indicator is defined as the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. <b>Data Source:</b> Iowa's Project EASIER						
• % of districts with disproportionate representation of race/ethnicity in Special Education, Indian/Alaska Native	*	0%	0%	0%	0%	0%
• % of districts with disproportionate representation of race/ethnicity in Special Education, Black (Not Hispanic)	*	2%	1%	0%	0%	0%
• % of districts with disproportionate representation of race/ethnicity in Special Education, Asian/ Pacific Islander	*	0%	0%	0%	0%	0%
• % of districts with disproportionate representation of race/ethnicity in Special Education, Hispanic	*	0%	0%	0%	0%	0%
<b>Effective General Supervision Part B 60 Day Timeline (B11)</b> This indicator is defined as the percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days. <b>Data Source:</b> Student IEPs, reported by the AEA using the DE/AEA IMS	*	91%	88%	100%	100%	100%
<b>Transition C to B (B12)</b> This indicator is defined as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday. <b>Data Source:</b> Part C Self assessment and monitoring data	100%	100%	100%	100%	100%	100%
<b>Effective Transition Goals (B13)</b> This indicator is defined as the percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post secondary goals. <b>Data Source:</b> IEP Reviews	*	1%	5%	100%	100%	100%
<b>Effective General Supervision System, (Including Monitoring, Complaints Hearings etc.) (B15)</b> This indicator is defined as the percent of identified noncompliance corrected as soon as possible but in no case later than one year from identification. <b>Data Source:</b> Iowa's Department of Education Special Education Monitoring Database	*	100%	97%	100%	100%	100%
<b>Effective General Supervision System, (Timely and Accurate Data) (B20)</b> This indicator is defined as 618, State Performance Plan and Annual Performance Report data submitted on or before due dates. <b>Data Sources:</b> Project EASIER, IMS	*	100%	100%	100%	100%	100%

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<b>Essential Question # 1</b>						
<b>Are Students Who are At Risk or With Disabilities Entering School Ready to Learn at High Levels?</b>						
<b>% Served in Natural Environments (C2)</b> This indicator is defined as the percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children. <b>Data Source:</b> Children's IFSPs reported by the Regional Grantee using the DE/AEA Information Management System (IMS)	96%	96.6%	96.0%	96.1%	96.2%	96.6%
<b>Early Childhood Outcomes, Birth to 3 Years (C3)</b> This indicator is defined as the percent of infants and toddlers with IFSPs who receive early intervention services who demonstrate improved positive social-emotional skills; acquisition and use of knowledge and skills (including early language/communication); and use of appropriate behaviors to meet their needs. <b>Data Source:</b> Children's IFSPs reported by the Regional Grantee using the DE/AEA Information Management System (IMS)						
• Early Childhood Outcome: Social Emotional Skills	*	*	*	TBD	TBD	TBD
• Early Childhood Outcome: Acquisition and Use of Knowledge & Skills	*	*	*	TBD	TBD	TBD
• Early Childhood Outcome: Use of Appropriate Behavior	*	*	*	TBD	TBD	TBD
<b>Effective General Supervision Part C/Child Find 0-1 Year of Age (C5)</b> This indicator is defined as the percent of infants and toddlers birth to 1 with IFSPs. <b>Data Source:</b> Children's IFSPs reported by the Regional Grantee using the DE/AEA Information Management System (IMS) and Iowa's Census Report	1.07%	1.4%	1.2%	1.1%	1.1%	1.3%
<b>Effective General Supervision Part C/Child Find 0-3 Year of Age (C6)</b> This indicator is defined as the percent of infants and toddlers birth to 3 with IFSPs. <b>Data Source:</b> : Children's IFSPs reported by the Regional Grantee using the DE/AEA Information Management System (IMS) and Iowa's Census Report	2.34%	2.5%	2.3%	2.1%	2.1%	2.5%
<b>Least Restrictive Environment for Children Ages 3-5 (B6)</b> This indicator is defined as the percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home and parttime early childhood/parttime early childhood special education settings). <b>Data Source:</b> Children's IEPs reported by the AEA using the DE/AEA Information Management System (IMS)	49%	48%	42%	45%	45%	75%
<b>Early Childhood Outcomes for Children Ages 3-5 (B7)</b> This indicator is defined as the percent of preschool children with IEPs who demonstrate improved positive social-emotional skills; (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs. <b>Data Source:</b> Children's IEPs and assessments, reported by the AEA using the DE/AEA IMS						
• Early Childhood Outcome: Social Emotional Skills	*	*	*	TBD	TBD	TBD
• Early Childhood Outcome: Acquisition and Use of Knowledge & Skills	*	*	*	TBD	TBD	TBD
• Early Childhood Outcome: Use of Appropriate Behavior	*	*	*	TBD	TBD	TBD

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<b>Essential Question #2</b>						
<b>Are Students with Disabilities Achieving at High Levels?</b>						
<b>Participation and Performance of Children with Disabilities on Statewide Assessments (B3)</b>						
A. % Districts who Meet AYP This indicator is defined as the percent of districts meeting the State's AYP objective for progress for disability subgroup. <b>Data Source:</b> Iowa's Adequate Yearly Progress Database	50%	25%	39%	60%	60%	64%
<b>B. Participation</b> Participation is defined the same as for NCLB. <b>Data Source:</b> Iowa's Adequate Yearly Progress Database						
• 3 <sup>rd</sup> Special Education Reading Participation %	*	100%	98.9%	95%	95%	95%
• 3 <sup>rd</sup> Special Education Math Participation %	*	100%	98.8%	95%	95%	95%
• 4 <sup>th</sup> Special Education Reading Participation %	98.1%	100%	99.4%	95%	95%	95%
• 4 <sup>th</sup> Special Education Math Participation %	98.9%	100%	99.2%	95%	95%	95%
• 5 <sup>th</sup> Special Education Reading Participation %	*	99.0%	99.3%	95%	95%	95%
• 5 <sup>th</sup> Special Education Math Participation %	*	99.0%	99.0%	95%	95%	95%
• 6 <sup>th</sup> Special Education Reading Participation %	*	99.1%	99.2%	95%	95%	95%
• 6 <sup>th</sup> Special Education Math Participation %	*	99.4%	99.1%	95%	95%	95%
• 7 <sup>th</sup> Special Education Reading Participation %	*	98.6%	99.5%	95%	95%	95%
• 7 <sup>th</sup> Special Education Math Participation %	*	98.6%	99.4%	95%	95%	95%
• 8 <sup>th</sup> Special Education Reading Participation %	99.2%	99.5%	99.5%	95%	95%	95%
• 8 <sup>th</sup> Special Education Math Participation %	99.2%	99.5%	99.3%	95%	95%	95%
• 11 <sup>th</sup> Special Education Reading Participation %	97.3%	98.9%	97.6%	95%	95%	95%
• 11 <sup>th</sup> Special Education Math Participation %	97.5%	98.9%	97.5%	95%	95%	95%
<b>C. Proficiency</b> Proficiency is defined the same as for NCLB. <b>Data Source:</b> Iowa's Adequate Yearly Progress Database						
• 3 <sup>rd</sup> Special Education Reading Proficiency %	*	37.1%	32.0%	32.0%	33.0%	37.0%
• 3 <sup>rd</sup> Special Education Math Proficiency %	*	47.8%	41.4%	41.4%	42.4%	46.4%
• 4 <sup>th</sup> Special Education Reading Proficiency %	38.2%	38.6%	36.3%	36.5%	37.5%	41.5%
• 4 <sup>th</sup> Special Education Math Proficiency %	48.1%	48.4%	45.6%	44.9%	45.9%	49.9%
• 5 <sup>th</sup> Special Education Reading Proficiency %	*	34.1%	34.6%	34.6%	35.6%	39.6%
• 5 <sup>th</sup> Special Education Math Proficiency %	*	45.1%	43.2%	43.2%	44.2%	48.2%
• 6 <sup>th</sup> Special Education Reading Proficiency %	*	22.9%	23.3%	23.3%	24.3%	28.3%
• 6 <sup>th</sup> Special Education Math Proficiency %	*	33.2%	32.9%	32.9%	33.9%	37.9%
• 7 <sup>th</sup> Special Education Reading Proficiency %		21.0%	23.3%	23.3%	24.3%	28.3%
• 7 <sup>th</sup> Special Education Math Proficiency %	*	28.9%	29.3%	29.3%	30.3%	34.3%
• 8 <sup>th</sup> Special Education Reading Proficiency %	23.2%	24.1%	24.7%	25.3%	26.3%	30.3%
• 8 <sup>th</sup> Special Education Math Proficiency %	28.1%	28.1%	27.6%	29.1%	30.1%	34.1%
• 11 <sup>th</sup> Special Education Reading Proficiency %	31.2%	33.0%	32.2%	28.0%	29.0%	33.0%
• 11 <sup>th</sup> Special Education Math Proficiency %	41.6%	33.4%	31.7%	35.5%	36.5%	40.5%

**Data for Essential Question #2 Continued on Next Page**

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<b>Essential Question #2 Continued</b>						
<b>Are Students with Disabilities Achieving at High Levels?</b>						
<b>Rates of Suspension and Expulsion (B4)</b> This indicator is defined as the percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, reported as a total percentage and by race/ethnicity. <b>Data Source:</b> Iowa's Project EASIER						
• Suspensions and Expulsions: % Districts with Significant Discrepancy	0%	3.3%	2.2%	≤1.5%	≤1.5%	≤1%
• Suspensions and Expulsions: % of Districts with Significant Discrepancy; American Indian/Alaska Native	*	0%	0.3%	≤1.5%	≤1.5%	≤1%
• Suspensions and Expulsions: % of Districts with Significant Discrepancy; Black (Not Hispanic)	*	3.3%	1.6%	≤1.5%	≤1.5%	≤1%
• Suspensions and Expulsions: % of Districts with Significant Discrepancy; Asian/Pacific Islander	*	0%	0%	≤1.5%	≤1.5%	≤1%
• Suspensions and Expulsions: % of Districts with Significant Discrepancy; Hispanic	*	1.6%	1.1%	≤1.5%	≤1.5%	≤1%
<b>Least Restrictive Environment for Students Ages 6-21 (B5)</b> The Least Restrictive Environment (LRE) is a term used to define the setting where special education services and supports are delivered. Three indicators are used in defining LRE. <b>Data Source:</b> Student IEPs, reported by the AEA using the DE/AEA IMS.						
• % of students in general education 80% or more of the time	47.02%	53%	49%	44%	44%	75%
• % of students in general education less than 40% of the time	13.16%	9.5%	10.8%	≤13.6%	≤13.6%	≤12%
• % of students in public or private special school, residential, homebound or hospital placements	4.72%	5.0%	4.0%	≤3.8%	≤3.8%	≤3.5%

Indicators	04-05 AEA	05-06 AEA	05-06 State	05-06 State Target	06-07 State Target	6 Year Target
<b>Essential Question #3</b>						
<b>Are Parents and Students Supported Within Special Education?</b>						
<b>Family Centered Services (C4)</b> This indicator is defined as the percent of families participating in Part C who report that early intervention services have helped the family know their rights; effectively communicate their children's needs; and help their children develop and learn. <b>Data Source:</b> Iowa Department of Education Survey						
• % of families reporting early intervention services helped the family know their rights	*	92.3%	89.9%	89.9%	90.0%	93.0%
• % of families reporting early intervention services helped the family communicate children's needs	*	94.2%	89.2%	89.2%	89.5%	92.0%
• % of families reporting early intervention services helped their children develop and learn	*	94.2%	90.5%	90.5%	91.0%	94.0%
<b>Parent Involvement (B4)</b> This indicator is defined as the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. <b>Data Source:</b> Iowa Department of Education Survey						
• % of families of children in early childhood education	*	71.6%	72.5%	72.5%	72.5%	80.0%
• % of families of school age children	*	66.2%	61.0%	61.0%	61.0%	69.0%

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<b>Essential Question #4</b> <b>Are Students with Disabilities Prepared for Success Beyond High School?</b>						
<b>Graduation Rate (B1)</b> This indicator is defined as the gap in the percent of all youth graduating from high school with a regular diploma compared to percent of youth with IEPs in the district graduating with a regular diploma. <b>Data Source:</b> Iowa's Project EASIER	2.10%	16.1%	16.5%	≤11.7%	≤11.2%	≤9.2%
<b>Dropout Rate (B2)</b> This indicator is defined as the gap in the percent of youth with IEPs dropping out of high school compared to the percent of all youth dropping out of high school. <b>Data Source:</b> Iowa's Project EASIER	1.08%	0.48%	0.50%	≤ .67%	≤ .67%	≤ .50%
<b>Effective Secondary Transition Outcome (B14)</b> This indicator is defined as the percent of youth who had IEPs who are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. <b>Data Source:</b> Baseline data survey, 2005-06 school year	*	*	*	TBD	TBD	TBD